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ABSTRACT

Stephens College Without Walls will grant college credits for prior experiential learning, if properly documented. Proficiency examinations, non-college transcript credit, work experiences, volunteer activities, homemaking, workshops or seminars, recreational activities or hobbies, independent reading, or licenses are categories of experiences for which credit may be granted. Learning gained from these experiences must meet four criteria: it must be publicly verifiable, be equivalent to college-level work, have a subject matter or knowledge base, and relate to the student's educational and/or occupational goals. The application for college credit involves six steps: 1) the student takes a Liberal Studies Seminar, 2) a preliminary portfolio describing prior learning is assembled, 3) the portfolio is examined for completeness and congruence with the guidelines, 4) the appropriate department examines the portfolio for possible college-level learning, 5) the portfolio is returned to the student, with the department's recommendations, and 6) the student supplies documentation in the form of the final portfolio. Detailed guidelines and examples are presented for preparing the preliminary and the final portfolios. (BW)

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PRIOR LEARNING:

A GUIDE TO PORTFOLIO DEVELOPMENT

Stephens College Without Walls
1977-1978

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3. Complete a new Table of Contents to reflect the new pagination.

4. If the departments to which the final portfolio are different from those where the preliminary portfolio was sent, then the cover page must be changed to reflect this.

5. The reference page numbers on Forms SCWW 1 and 2 must be changed to reflect the new pagination.

6. A new cross-reference form must be completed. The cross-reference form should include only those departments requesting documentation and only under those categories indicated by the faculty.

7. The accuracy of the changes should be verified by you. If you have not done so, you may want to make a photocopy of the final portfolio for your own use.

8. Package properly and mail the final portfolio and any accompanying products to:

Stephens College Without Walls
Box 2083
Stephens College
Columbia, Missouri 65201

CHAPTER 1

INTRODUCTION

The idea that significant learning can occur outside of formal educational institutions is not new. What is new is that institutions of higher education are beginning to recognize that much of this learning is equivalent to learning which takes place in a college classroom. Until recently few colleges would award college credit for learning which was an outgrowth of experience. Experiential learning or prior learning as it is called, was difficult to evaluate because it was difficult to determine what had been learned and the extent to which it had been learned. Advances in the state of the art in evaluation have made this task less difficult, but by no means easy.

Prior learning may result from such activities as work experience, volunteer activities, homemaking, hobbies, etc. Adults may receive college credit for learning which is the outgrowth of experience by providing evidence of such learning. Evidence or documentation of college level learning is presented in the form of a written communication or portfolio. The portfolio contains information about the student's educational goals, the student's degree program, and evidence of what the student has learned. Preparing a portfolio is not an easy task. In the process, however, you will learn about your strengths and weaknesses, something which is important for anyone entering a college program, and possibly be awarded college credit for your prior learning.

Rationale for Awarding Credit

An early goal of the educational institutions of our society was that of guaranteeing every citizen the right of equality in education. As events have developed this goal has been elusive. Unequal educational opportunity in this country has flourished. Many adults, as much as any group, have found the doors of academia closed to them. Few adults with responsibilities to their families and their jobs have the opportunity to further their education. Universities and colleges with their rigid residency requirements and class schedules offer little to the adult seeking to further his/her education. Adults who have managed to enroll in degree programs have been frustrated, required to take courses whose content they had learned on the job, only because that learning was not certified. External degree programs represent a willingness on the part of institutions of higher education to rectify this by recognizing a variety of credentials in addition to the traditional diplomas and degrees.

Colleges are recognizing that competence, performance, and adaptability are more important outcomes of education to be measured than are the number of courses taken and credit hours earned. Academic programs have provided students with field experience, independent work, or other non-classroom opportunities as well as classroom opportunities and assist students in integrating both types of learning in the belief that maximum educational benefits would be derived from such an arrangement. What is meant here is that learning does not have to be, and often should not be, confined to the classroom.

Categories of Significant Life Experiences

Adult students entering the Stephens College degree program may receive college credit for learning derived from their experiences in the following areas:

1. non-college transcript credit
2. work experiences
3. volunteer activities
4. homemaking
5. workshops - seminars
6. recreational activities and hobbies
7. independent reading
8. licenses

These areas are discussed in detail in Chapter 2. Alternative ways of earning college credit are through challenge tests and examinations such as CLEP, USAFI, advance placement, etc. These tests are discussed in detail in Chapter 2.

College-Level Learning

Defining what constitutes college-level learning can be a hazardous activity. Academicians have less difficulty stating what is not college-level learning than what is. With this in mind, a generalization is offered about college-level learning that you will find helpful when evaluating your past learning.

College-level learning has breadth and depth. Learning which has breadth has a subject matter or knowledge base. The learning should have general applicability outside of the specific situation in which it was acquired. You should have knowledge and understanding of fields related to your prior learning. The learning must have a theoretical base and show evidence of an organization of the major concepts and related concepts.

Example: Doreen has been a part-time teacher's aide and tutor for four years. She wants to receive college credit for what she has learned as a teacher's aide. Her learning would be examined for both breadth and depth. To satisfy the breadth requirement Doreen must have knowledge of related areas. She would be expected to know about and understand the historical, sociological and philosophical foundations of education. She should be able to demonstrate her knowledge and understanding of learning psychology and appropriate counseling techniques. Depth is specific to the job or task Doreen is performing. Is she able to develop positive student attitudes, help the student develop a positive self-concept, identify learner needs and difficulties, plan instructional activities, demonstrate knowledge of teaching methods and materials, etc.?

Criteria for Prior Learning

To receive college credit for your prior learning, you must meet certain criteria in addition to the requirements of breadth and depth discussed above. These are:

1. The learning must be publicly verifiable. You should be able to demonstrate to an expert in the field that you possess the learning which you have claimed, and such an expert should be able to objectively measure and evaluate the learning which has occurred.

2. The quality of the learning should be equivalent to college-level work. The learning must have a theoretical base and show evidence of an organization of the major concepts.

3. The learning should have a subject matter or knowledge base. You should not expect to receive college credit or recognition for mere application of a manual skill or a narrowly prescribed routine or procedure. You should understand why you are able to do what you do.

4. The learning must be related to your educational and/or occupational goals. However, learning not related to these goals may be creditable if it supports you degree program in the breadth area.

What is a Portfolio?

A portfolio is a written communication requesting credit or recognition for learning derived from life experiences. You will assemble two types of portfolios. The first type, a preliminary portfolio, is a description of the learning you have derived from one or more categories listed above. This portfolio does not contain proof, or documentation, of the learning, only statements of what you feel you have learned.

The second type of portfolio, a final portfolio, is really the preliminary portfolio plus the proof or documentation of your prior learning. As indicated above, it is this final portfolio which the faculty evaluates for college credit.

The portfolio and its construction is discussed in detail in Chapter 3-6.

The rationale for two portfolios is two-fold. It makes little sense for the student to produce papers, products, letters of verification, etc., as documentation for prior learning which may not hold college credit. It is more economical in time, money and effort to produce documentation only for prior learning which holds the prospect of college credit.

Second, it will take much less time for the faculty member(s) to evaluate your prior learning. Supplying documentation for learning which holds little promise of college credit can have an adverse effect on the evaluation. Significant college-level learning can be lost or overlooked when buried with superfluous documentation. The evaluator will also have a more positive attitude toward a portfolio which contains documentation of prior learning which is clearly worthy of college credit.

What is Documentation?

Documentation is proof or evidence which supports your belief or statements that you have significant prior learning. Documentation may take the form of a written letter from an employer or teacher verifying your experience. It could take the form of writing samples, certificates, or military records, to name but a few examples.

Documentation is discussed in detail in Chapter 5.

Costs of Assessment of Prior Learning:

Evaluation of The Preliminary Portfolio.....$25.00
Evaluation of The Final Portfolio.....$300.00

Procedure for Assessment of Prior Learning

Now that you know the areas in which to look for prior learning and the criteria it must meet for college credit, let's look at the procedure you would go through to apply for college credit.

STEP 1: The student enters the Stephens College degree program through a Liberal Studies Seminar. One of the objectives of the seminar is to have students identify their accomplishments, achievements, interests, and potentialities. This is accomplished in workshops during the seminar.

STEP 2: After the workshop on prior learning, the student who feels he/she has significant prior learning at the college level follows the guidelines in this book and assembles a preliminary portfolio. The preliminary portfolio contains ONLY a description of the prior learning, NOT documentation. This will be supplied later. The preliminary portfolio is sent to Stephens College Without Walls. The student is assessed a fee of $25.00 for this evaluation.

STEP 3: The staff will examine the preliminary portfolio for completeness and congruence with the guidelines of the book. The portfolio is then sent to the appropriate department(s) for a preliminary evaluation.

STEP 4: The department(s) examine the portfolio for possible college-level learning. They indicate if there is evidence of college-level learning and indicate the manner in which the prior learning should be documented.

STEP 5: The Stephens College Without Walls staff returns the preliminary portfolio to the student, along with the department(s) comments and recommendation. If the student does not agree with the recommendation, he/she may appeal to the Director of Stephens College Without Walls. The director will forward the student's appeal to the Committee on Continuing Education.

STEP 6: If the department(s) request documentation, the student supplies it in accordance with the guidelines for documentation of prior learning, pp. 37-39. The final portfolio is then sent to Stephens College Without Walls. Staff from Stephens College Without Walls checks the folder for completeness and congruence with the guidelines for documentation. The student is assessed a fee of $300.00 for this evaluation.

CHAPTER 2

WHAT IS CREDITABLE?

This chapter of the student guidebook is concerned with describing types of prior learning assessed by Stephens College. The most common types of prior learning experiences are discussed: examination credit, transcript credit, work experience, workshops, seminars, volunteer activities, homemaking and hobbies.

Prior Experience vs. Prior Learning

Before she/he gets too far into the portfolio development process, the student should be clear about the distinction between prior experience and prior learning. Prior experiences are considered to be off-campus classrooms in which time is spent and tasks are performed. This type of experience is comparable to the college classroom where time is spent and assignments are completed. Neither experience, non-classroom or classroom, represents learning. College students are awarded credit for learning outcomes which are measured through the use of objective tests, term papers, etc. College students are thus awarded credit for learning, NOT experience.

Learning can be, and often is, an outgrowth of experience. It is this experiential learning which must be stated in terms of educational outcomes, documented, measured, and then evaluated in light of your educationa goals and degree program.

What is Creditable?

As you begin to recall significant experiences, consider how they support and further your educational goals and degree program. Learning dervied from your life experiences must support your program either in the depth area or the breadth area to be considered for college credit.

Examination Credit

Students may earn college credit for their prior learning by performing satisfactorily on certain written examinations. Standards of performance are set by individual departments. These examinations include:

1. Advanced Placement Program (APP)
2. College Level Examination Program (CLEP)
3. United States Armed Forces Institute (USAFI)

The Advanced Placement Program (APP) consists of a series of tests in the following areas: American History, Biology, Chemistry, English, European History, Foreign Languages, History of Art, Mathematics, Physics, and Studio Art.

The College Level Examination Program (CLEP) is a series of tests based on typical courses offered by colleges throughout the country. There are two kinds of CLEP examinations, the general examination and the subject examination.

The general examination tests for knowledge of subject matter at the freshman or sophomore level in one of five areas, English Composition, History, Humanities, Mathematics, Natural Sciences, and Social Sciences. A student may earn up to thirty hours of college credit.

The United States Armed Forces Institute (USAFI) offers correspondence courses which are of two types, general education courses and job specific courses. Students who have taken examinations under one of the above-mentioned programs should have had them evaluated before the Liberal Studies Seminar. If you have taken one or more of the above examinations and have failed to claim credit earlier, you should do so now. You should enclose a description of the program and examination in the category Licenses and Other in the preliminary portfolio.

Transcript Credit

Many students entering programs similar to the one at Stephens College have had a number of courses at business colleges, technical-vocational schools, etc., not accredited by the American Association of Collegiate Registrars and Admissions Officers. To qualify for credit in this area you must submit a copy of all transcripts in the preliminary folder. Transcripts can be obtained by requesting them from the Registrar of the school(s) you attended.

A copy of your Stephens College transcript must accompany your preliminary portfolio. It should be included under the category Transcript Credit. An official Stephens College transcript may be obtained by writing to the Registrar's Office, Box 2067.

Work Experience

Most students earn more college credit for work-related learning than from any other experience. You should think over carefully your past work experiences. These experiences include any activities for which you were paid, including military service.

As a first step, list the work experiences you have had. These should be experiences from which you believe you have gained significant learning. In addition to significant experiences, you will want to consider if you have had a series of small experiences which may complement each other in such a way that they contributed to your learning.

Second, for each experience state what it is you know and can do. Indicate what significant body of knowledge you gained from your experience, to what extent you can apply it, and what specific skills you have gained. You should also indicate whether certain values or attitudes were needed and/or acquired for the experience. Be certain that you include both how you have learned what you know and how you have learned to apply what you know.

Example: After graduating from high school, Jane was employed by a computer firm. There she received six months of training on repair and maintenance of computer hardware. At work and in her spare time, Jane read about computer programming and computer operating systems. She learned several programming languages and learned how computer operating systems works. She was eventually able to locate and correct programming problems. While programming, she learned how to operate the computer.

Evaluating Jane's experience, she would receive credit for her six months of training under the category of workshops-seminars. She could not receive credit for the work experience for which she was trained. Jane would also receive credit for her learning of computer programming and for her ability to apply this learning. Jane's work experience form might look like this:

DATES	DESCRIPTION OF LEARNING
May 1971 - August 1974	Computer Programmer -- I know how to write programs in five languages: FORTRAN, COBOL, ALGOL, BASIC, and Assembly Language. Written programs to solve mathematical problems, compute house mortgage payments, sort data, handle file management, and data conversion. I am able to read and understand complex operating system programs. I can evaluate problems in a system, locate and repair programming faults.
May 1971 - August 1974	Computer Operator -- I learned the function and operation of card readers, magnetic tape units, card punch, disk files, and the operating console. Learned how to enter, schedule, run, or drop programs in the computer. Learned to optimize use of computer time and memory and anticipate and locate minor operating problems.

Volunteer Activities

Volunteer activities include non-pay internships or apprenticeships, community aid, community activities, political activities, church activities, service organizations, non-paying elective offices held, volunteer work in social service agencies, time contributed to supervising youth organizations, etc.

Experience in volunteer activities as a manager, trainer, public relations, fund-raiser, counselor, youth group leader, or teacher's aide are but a few of the many areas you should consider.

Example: Louise, for the past four years, has served as a volunteer youth leader in community youth center. She has played a significant role in writing the center's philosophy, selecting activities designed to help children acquire desired skills and attitudes, determining the cost effectiveness of the program components, and planning the youth group programs.

DATES	DESCRIPTION OF ACTIVITIES
May 1973 - May 1977	Youth leader -- As a founder of the youth center, I learned to develop a philosophy of the organization. I learned to relate theories of organization, child growth and development, learning, and teaching methods to the philosophy of the center. I set up several youth programs and determined the objectives, activities, materials, personnel, budget, methods of evaluating the programs, and cost effectiveness. I developed criteria for testing the relationship of each program to the philosophy of the center.

Homemaking Experience

Homemaking experiences are an area in which men as well as women may find they have acquired college-level learning. Managing a home is much like managing a small business. There is a budget to prepare, services to render, and maintenance of the physical facility. Specific areas one should consider are: manager of home finances, nutritionist, child caretaker, home designer, decorator and maintainer, clothing and textile specialist, and horticulturist.

Example: Sue is the manager of home finances. Over a period of several years, Sue has had to plan a budget with existing funds, plan and set the family's monetary goals by maintaining accurate financial records. Because of the tight budget she and her family must operate with, she has developed skills and knowledge as a consumer in such diverse areas as insurance, home appliances, medicines, clothing, and home repair. Sue has read books and articles in areas such as real estate and preparation of income tax returns.

DATES	DESCRIPTION OF LEARNING
July 1975 - present	Home Finances -- I maintain the family financial records. Through reading I have developed knowledge of the rationale for many different kinds and amounts of health, life, tenant, auto, and business insurance. I have learned about laws relating to income tax and use this knowledge to maximize saving and income. I can discuss the advantages and disadvantages of long and short range buying, renting, or investing in real estate. I can appraise real estate property for its present value and its growth potential in relation to the neighborhood and the community. I can evaluate real estate such as a house or building in terms of its structure, plumbing, wiring, sewage, and zoning. I can discuss the factors involved in obtaining loans and other financial considerations involved in real estate. I can develop and apply evaluative criteria based on library research for evaluating the quality of clothes, appliances, medicines, etc.

Workshops and Seminars

This category includes in-service training, workshops, clinics, conferences, non-credit discussion groups, evening courses, lecture series, television or radio courses, correspondence courses, etc.

Example: Janet was trained as an electronics technician when employed by Knight Electronics Company. She attended school for 32 weeks in basic electronics. Her duties includes diagnoses of problems, making repairs using a variety of tools and test equipment, and performing maintenance functions to maintain the equipment at maximum efficiency.

DATES	DESCRIPTION OF LEARNING
June 1968 - Jan. 1969	Basic Electronics School - Knight Electronics Company, Kingston, New York. Course Outline 1. Introduction to basic atomic theory 2. Concepts of current, voltage, resistance 3. Series, parallel, complex circuits 4. Ohn's Law solutions 5. Theories of Therenin, Norton, Millman 6. A.C. circuits 7. Inductance, capacitance, reactance, impedance 8. Resonant circuits 9. Basic circuits: oscillators, amplifiers, wave generators, power supplies 10. Radio receivers, transmitters 11. Use of meter, generators, oscilloscopes, frequency counters Activities 1. Reading from assigned test 2. Completed several worksheets in each area 3. Lab work--build and examine circuits, verify learning from class lecture 4. Used test equipment to study circuits 5. Give equipment with problems and required to locate and repair and test equipment against standards Hours of class time - 8 hours/day for 32 weeks. Grade - 98%

Recreational Activities and Hobbies

Example: Lynn's hobby is growing many varieties of plants and flowers. She has learned a good deal about mixing soil, fertilizers, providing optimum growing conditions. She has also learned about the biological functioning of plants. She has read several books on the subject of growing and caring for plants and flowers.

DATES	DESCRIPTION OF LEARNING
1973 - May 1976	Horticulture - concerned with procuring, planting, and maintenance of plants and flowers. I can demonstrate my knowledge of this area by describing: (1) how to test soil; (2) how to change the properties of soil; (3) how to mix soil appropriate for a given plant; (4) how to mix fertilizers; and (5) how to maintain an optimum environment for various kinds of plants. I can demonstrate my knowledge of the biological functions of plants by: (1) naming all the parts of various kinds of plants; (2) describing the classification system used in ordering plants; and (3) describing the life cycle of plants.

Independent Reading

Example: Norman is a civil war buff. He has read several books on the subject and he can discuss the events and causes leading up to civil war. He can describe the major battles and the strategies employed by opposing sides, political and social impact of the civil war during reconstruction.

DATES	DESCRIPTION OF LEARNING
1969 - present	The Civil War. Over the past several years I have read and studied books about the Civil War. I have learned a great deal about the relationship of social, political, and economic factors leading to the civil war. I can discuss the strategies of both sides for the major battles. I can discuss the events of the reconstruction era following the civil war. I have read and can discuss and analyze the following books: The Civil War by Warren Stoval Stillness at Appotamox by Bruce Catton Battles of the Civil War by James Forester The War Between the States by Walter Fogle

Licenses and Other

Example: Ellen traveled through the western United States last summer. She read several books about National Forests including The National Parks by Freeman Felden, along with books and pamphlets she found at each National Park she visited.

DATES	DESCRIPTION OF LEARNING
June 1976 - August 1976	Travel - During a three-month period, I visited the major national parks in the western United States. The purpose of the trip was both recreation and learning about the national park system. Through reading books about the national parks system such as The National Parks by Freeman Felden and numerous booklets and pamphlets at the various parks, I learned about the: (1) functions of national parks; (2) organization and administration of national parks; (3) history of the major parks in the west; (4) geological characteristics; (5) park preservation; and (6) park planning.

CHAPTER 3

THE PRELIMINARY PORTFOLIO

In this chapter is a discussion of the preliminary portfolio and the final portfolio.

Description of the Preliminary Portfolio

The preliminary portfolio contains a detailed description of significant life experience from which you feel you have learned a great deal. This portfolio does not contain proof or documentation of that learning, but simply a description of it.

The preliminary portfolio contains a:

*A. Cover sheet
*B. Table of contents
*C. Statement of education goals
*D. Resume
E. Title page - transcript credit
F. Transcript(s)
G. Title page - work experience
H. Description of work experience
I. Title page - homemaking activities
J. Description of homemaking activities
K. Title page - volunteer activities
L. Description of volunteer activities
M. Title page - recreational activities and hobbies
N. Description of recreational activities and hobbies
O. Title page - workshop and seminars
P. Description of each workshop and/or seminar
Q. Title page - licenses and other
R. Description of licenses and/or other
S. Title page - competency forms
*T. Competency forms
*U. Cross reference sheet

The pages with the asterisk (*) beside them are mandatory pages; that is, they must be included in the preliminary portfolio.

The following is a brief description of each page you will fill in:

A. Cover sheet - Contains the student's name and the names of the departments to which the preliminary portfolio will be sent.

B. Table of contents - Contains an outline of the portfolio and location of various pieces of information by page number.

C. Statement of educational goals - Contains a detailed description of what you hope to attain by completing a degree program, how your prior learning supports your goals, and what courses you will take to finish your degree program at Stephens College.

D. Resume - Contains a description of your past formal education, past work experience, hobbies, licenses or certificates, and organizations to which you belong.

E. Transcript credit - Contains transcripts from Stephens College, business colleges, technical/vocational schools, etc., not accredited by the American Association of Collegiate Registrars and Admissions Officers.

H. Description of work experience - For each significant experience in an area you will fill in a page which describes specifically what you learned, NOT what you did. You should write a statement indicating how this experience relates to your educational goals or degree program; the time you devoted to the work experience is the time spent learning NOT simply performing activities.

J. Description of homemaking activities - See competency forms on pp. 45-74 for help in this area. What have you learned about home finances, nutrition, child care, interior decorating, clothing and sewing, cooking, or horticulture? These are areas in which you may have a body of learning which would be good for college credit.

L. Description of volunteer activities - See the competency forms on pp. 52-62 for help in this area. Working as a volunteer in an organization you may have learned a good deal about administration, financial and/or personnel management, fund-raising, counseling, tutoring, or being a teacher's aide.

N. Description of recreational activities and hobbies - You may have significant learning in this area if you spend time practicing and reading about your hobby. You should describe your hobby in detail, since everyone may not be familiar with it, what you do, what you have read, and how much time you devote to your hobby. Examples of hobbies are: arts and crafts, reading, electronics, flying, sports, sewing, traveling, cooking, etc.

P. Description of independent reading - The description should include title of book or article, author(s), date of publication, and publisher.

R. Description of workshops and seminars - The description should include the number of class hours, grade, title of the workshop or seminar, name of the teacher and sponsor, a description of the content, activities, and reading.

R. Description of licenses and/or other - The description should include the licensing agency, title of the license, date of expiration, the body of knowledge examined, and what one may do with the license.

Other areas of credit include any area of significant learning you may have acquired which is not included in one of the above categories.

T. Competency forms - These include statements about what you know, understand, and can apply. There are competency forms for each academic department at Stephens College. If you cannot find a statement under a particular department for which you know you have learning, then you may type a statement about what you know using the same form as the other statements. Competency forms are in Appendix A, pp. 43-80.

CHAPTER 4

CONSTRUCTION THE PRELIMINARY PORTFOLIO

In this chapter the process of constructing the preliminary portfolio is discussed.

Worksheet Guidelines

Before you begin the step-by-step process of constructing the preliminary portfolio, it should be stated that ALL INFORMATION IN THE PORTFOLIO MUST BE TYPED. Handwritten or hand-printed portfolios will not be accepted.

On the worksheets provided, list and describe your significant life experiences since high school. Remember that several small experiences may add together to make a significant contribution to what you have learned. Also, you want to describe what you have learned, NOT just titles or positions. BE BRIEF AND SPECIFIC. If you have difficulty, refer back to the samples in Chapter 2 or to the sample portfolio. Include in the description specifically what you learned, the conditions under which you learned, and your level of performance.

Work Experience Worksheet. This includes any activity which you carried out for which you were paid, including military service.

DATES	TITLE - DESCRIPTION OF EXPERIENCE

Homemaking Worksheet. This includes activities related to child rearing, home maintenance, marriage, etc.

DATES	DESCRIPTION OF LEARNING

Volunteer Activities Worksheet. This includes non-pay internships or apprenticeships, community aid, community activities, political activities, church activities, service organizations, non-paying elective offices held, volunteer work in social service agencies, time contributed to supervising youth organizations, etc.

DATES	ORGANIZATION - TITLE - DESCRIPTION OF LEARNING

Workshops and Seminars Worksheet. This includes in-service training workshops, clinics, conferences, non-credit discussion groups, evening courses, lecture series, television or radio courses, correspondence courses, etc., for which no academic credit was given.

DATES	SCHOOL - COURSE TITLE - DESCRIPTION OF LEARNING

Recreational Activities and Hobbies Worksheet. This includes performing in a musical group, acting or working in a community theatre, sports, artistic activities, fiction and non-fiction writing, public speaking, nature interests, attending plays and concerts, visiting art museums, restoration of furniture, clothing construction and design, gardening, or any other leisure time activity pursued for the purpose of personal satisfaction and enjoyment.

DATES	DESCRIPTION OF ACTIVITY - LEARNING

Independent Reading Worksheet. This includes books, newspapers, and magazines you have read. List any reading you have done since high school. Include any subject areas in which you have read a great deal.

DATES	DESCRIPTION OF LEARNING

Licenses and Other Worksheet. List and describe each license you currently hold. Include the licensing agency, title of the license, date of expiration, the body of knowledge examined, and what one may do with the license.

DATES	DESCRIPTION OF LICENSE AND LEARNING

Resume

The resume is a chronological ordering and a summarizing of the information included in the worksheets. It should be brief, and include work experience, education (formal and informal), volunteer experience, organizations, hobbies, awards, recognition or licenses. The forms on the next three pages are provided as worksheets. When you have completed the worksheets, you should tear out the resume forms in Appendix B and type in the data. If you encounter difficulty, you should refer to the resume in the sample portfolio.

Non-College Transcript Credit

Under this category in your preliminary portfolio, include your transcripts from Stephens College, and from business, technical education schools, etc., not accredited by the American Association of Collegiate Registrars and Admissions Officers. The Transcript Credit Worksheet should be represented by a transcript regardless of the number of courses or hours of credit awarded.

Work Experience

It should be repeated here that you cannot receive credit for work experience for which you received formal training if you apply for credit for the formal training. You may receive credit for work-related learning for which you received no formal training.

The information on the Work Experience Worksheet should be transferred to Form SCWW 1 and placed in the preliminary portfolio under the category of WORK EXPERIENCE. The form is in Appendix B. If you need additional copies, please xerox the ones provided. Review your description of the learning and be certain that it describes what you have learned completely.

On Form SCWW 1 where you are asked the amount of time spent in learning, this is your best estimate of the time you were actually learning, not the total time on the job. If you worked as a nurse for five years and want credit for this, the time in the activity would not be five years. You learned a lot in those five years, but it is unlikely that you were learning every minute or every day in that five-year period.

The learning from your work experience for which you are applying for credit should relate to and support your educational goals. The learning must relate to your depth area or breadth area in your degree program.

Volunteer Activities

The information on the Volunteer Activities Worksheet concerning your learning from volunteer activities should be transferred to Form SCWW 1. This form is in Appendix B. If you need additional copies, please xerox the ones provided. If you worked for several agencies as a volunteer and the activities were similar

then you should complete only one form. If your activites for different agencies were not similar, then you should complete a separate form for each activity.

If you received awards or recognition for your service, you should report this on Form SCWW 1 under the category LICENSES AND OTHER. If you receive training through a workshop or seminar, you should report this on Form SCWW 2 under the category WORKSHOP-SEMINAR. If you need additional copies, please xerox the ones provided.

Describing your learning, the amount of time involved in the activity, and relating the learning to your educational goals for volunteer activities is the same as discussed above in work experience.

Homemaking

The information on the Homemaking Worksheet should be transferred to Form SCWW 1 and placed under the category of HOMEMAKING in the preliminary portfolio. This form is in Appendix B. As with the work experience, you should describe clearly and specifically what you have learned and what you can do. The amount of time in the activity is the amount of time it actually required to master the task. If you attended workshops or seminars or received recognition for homemaking activities, these should be placed under the categories of WORKSHOPS-SEMINARS or LICENSE AND OTHER, respectively.

Workshops-Seminars

The information on the Workshops-Seminars Worksheet should be transferred to Form SCWW 2 and placed under the category of WORKSHOPS-SEMINARS in the preliminary portfolio. This form is in Appendix B. If you need additional copies, please xerox the ones provided. You should name the sponsoring agency or organization, the number of days and hours per day the class met. The name of the teacher and the textbooks should be included. When describing the content of the workshop or seminar, you should discuss the activities in the course, what was taught, what assignments were made, and how you were evaluated. On Form SCWW 2 provide a syllabus of the workshop or seminar.

Recreational Activities and Hobbies

The information on the Recreational Activities and Hobbies Worksheet should be transferred to Form SCWW 1 and placed under the category of RECREATIONAL ACTIVITIES AND HOBBIES. This form is in Appendix B. On SCWW 1 describe your activity or hobby. Describe what you have done, how long you have done it, and the number of hours per week you average in the activity or hobby. If you have received awards or recognition, attended workshops or seminars. or earned a license, you should provide a description under the appropriate category. As an example, if your hobby is flying, you should include a description of the license (who issued it, when, the expiration date, what the examination covered, etc.) under the category OTHER.

Independent Reading

The information on the Independent Reading Worksheet should be transferred to Form SCWW 1 and placed under the category of INDEPENDENT READING. This form is in Appendix B. Describe what you have learned in a series of short statements or provide an outline of your learning. If you have done extensive reading, list the books, articles or journals you have read. If you have done reading in two areas and are applying for credit in these two areas, you should complete a separate Form SCWW 1 for each area.

Licenses and Other

The information on the Licenses and Other Worksheet should be transferred to Form SCWW 1 and placed under the category of LICENSES AND OTHER. This form is in Appendix B. If you are providing a license as proof of learning in a category, you should include the name of the licensing agency or organization, date of issuance, date of expiration, description of what you must know to be licensed, and how you were evaluated. DO NOT INCLUDE DOCUMENTATION IN THE PRELIMINARY PORTFOLIO. YOU SOULD INCLUDE A PHOTOCOPY OF THE LICENSES IN THE FINAL PORTFOLIO.

If you are applying for credit for an activity that is not in one of the above categories, you should follow the same guidelines as discussed above. You should report the amount of time spent in learning, what you learned, how you learned and the conditions under which you learned.

Competency Forms

The competency forms in Appendix A should now be read and the categories which describe your learning should be checked at the appropriate level. Start with the department(s) in which the majority of your learning will fall. The purpose of these forms is to breakdown your learning into small pieces so that it can be properly evaluated. If you have only partial learning in an area, you can receive partial credit. If you attended a workshop whose content closely paralleled the first half of Biology 101, this method allows you to receive credit for that portion of the course. You are not penalized for not having complete knowledge in a course or area.

IMPORTANT

Since prior learning is so diverse, it is difficult, if not impossible, to provide competency statements that will cover every student's situation. You will find that you have prior learning that is not described by any of the competency statements in Appendix A. If this is the case, you should break down your learning into many small parts that give a picture of depth and breadth of your learning. Extra pages at the end of the Department Listings are provided for this purpose. Please xerox additional copies, if you will need them.

AFTER YOU COMPLETE THE COMPETENCY FORMS, GO TO PAGE 36.

Assembling the Preliminary Portfolio

You are now ready to assemble the preliminary portfolio. You have completed the most difficult part of the portfolio. By following the steps below, you should have little difficulty in finishing your portfolio.

1. Using the Table of Contents as a guide, place your materials in the proper sequence. Check to be sure forms are included under the correct category. Include only those competency pages which you have checked.

2. The first page of your RESUME will be PAGE 1 of your preliminary portfolio. Number the rest of the pages in sequence. Be sure that you use the space provided for pagination of the preliminary portfolio.

3. Type in the page numbers in the Table of Contents.

4. Type in the page numbers on all forms which refer to other parts of the preliminary portfolio.

5. Complete the cross-reference form. Type in the page numbers for a category under its corresponding department. After you have completed the cross-reference forms, check that you have done this accurately. Be certain you have not overlooked a page. A faculty member will only read those pages you have listed under his/her department. If you omit a page you may not have your prior learning propery evaluated. THE ACCURACY OF THE CROSS-REFERENCE FORM IS CRITICAL.

6. You have completed the preliminary portfolio. Re-check the sequence of the categories and the accuracy of the pagination.

7. Put the portfolio in a binder and package it securely, and mail to:

Stephens College Without Walls
Box 2083
Columbia, Missouri 65201

CHAPTER 5

THE FINAL PORTFOLIO

This chapter includes a discussion of the different types of documentation: letters of verification, and products of your experience.

Description of the Final Portfolio

The final portfolio differs from the preliminary portfolio in one important aspect, documentation. After your preliminary portfolio has been evaluated and areas of possible college-level learning have been identified, you will be asked to supply proof or documentation of the learning. You will be provided information by the faculty member(s) about how you should document your learning.

Documentation

Listed below are several forms of documentation, some of which you may be required to employ.

1. Certificates
2. Commendation
3. Newspaper articles
4. Job descriptions
5. Course outlines or syllabi
6. Artistic works and accomplishments (photographs, art work, speeches, publications, designs, etc.)
7. Examination reports
8. Military records
9. Audio-visual presentations (audiotapes, slides, videotapes, recordings, etc.)
10. Programs of performances
11. Momentoes
12. Work samples
13. Exhibits
14. Writing samples
15. Awards or honors
16. Licenses (pilot, brokers, real estate, etc.)
17. Letters of verification

The supplied documentation is included in the portfolio under the proper category. Documentation which cannot be included in the final portfolio (art work, videotapes, etc.) should be clearly labeled on the package. Any description of such products should be included in the final portfolio.

Letters of Verification

Letters of verification are one of the most common forms of documentation employed by students to support their claim for credit for prior learning. If you are asked to provide a letter of verification, it should meet the following standards:

1. The person preparing the statement should have directly observed you during the experience and not simply know about your experience second or third hand.

2. One person may verify more than one of your experiences. However, any written statement provided by that person should comment directly, separately, and clearly on each experience.

3. A statement of verification should be reasonably accurate and complete. In a general way, the statement should cover all the points in the description which you wrote of your prior learning. It should verify both the quality and quantity of the experience which you have had.

4. The writer of a verification statement should identify the activities, directly observed by him or her.

5. The person writing the letter of verification should identify his or her relationship to you (supervisor, peer, subordinate, etc.) as well as his or her qualifications for commenting on your experience.

6. The letter should be written on the official letterhead stationary of the company or organization with which the author is associated.

7. You should make it clear to the author that the letter to be written is one of verification, not recommendation.

8. Documentation is considered public information. A number of individuals will look at documentation which you have furnished or which is furnished in your behalf. Persons providing letters of verification should be informed of this, also.

Products of Your Experience

If the documentation which you asked to furnish is a product of your experience, such as a work sample or a piece of art, you may find the following guidelines helpful in deciding how to make your presentation.

1. You should be ready to furnish proof that you did, in fact, produce the product which you are presenting. This may involve a supplemental letter of verification from someone who observed you in the process of producing the product. The letter of verification should be included in the final portfolio under the appropriate category.

2. Some products may be too large, cumbersome, or valuable to include in a portfolio. In such cases, it may be necessary to provide a photograph of the product and a statement of your willingness to bring the product to a college official or to take the college official to the product which you are using as documentation of your experience. Your written statement should be included in the final portfolio under the appropriate category.

3. You should provide a number and diversity of products sufficient to persuade the appropriate college officials that you did have the experience you lcaim in terms of quality and quantity.

4. Products which are included in your final portfolio should be clearly labeled and should be signed and dated by you.

Examinations and Papers

You may be asked to take an examination, written or oral, or write a paper to document your learning in a particular area. The faculty member(s) will provide instructions to guide you. As a rule papers are typewritten and should follow established standards for both writing style and formatting. The student should refer to current style manuals for guidance in writing papers.

CHAPTER 6

CONSTRUCTING THE FINAL PORTFOLIO

This chapter describes the procedures to be followed in constructing the final portfolio.

The Final Portfolio

The final portfolio is the preliminary portfolio plus the documentation requested by the faculty. When the department has evaluated your preliminary portfolio and identified areas of prior learning which may hold college credit, you will be requested to supply the necessary documentation.

Documentation

Documentation, as discussed in Chapter 5, may take the form of papers, examinations, products, copies of awards or licenses, etc. You should supply only the documentation requested. You need only supply enough documentation to provide strong evidence of your learning. It is not necessary to prove such learning "beyond the shadow of a doubt."

Assembling the Final Portfolio

To complete the final portfolio properly, you should adhere to the following guidelines:

1. If the documentation is in the form of a written paper, written examination or other written products, you should include them under the proper category. If you were requested to write a paper to evidence your learning in work experience, then your paper should be placed in that category directly behind the description of learning form, Form SCWW 1.

   Every category is divided into two sections. The first section is the Description of Learning. The second section is the Documentation.

   If you are asked to provide products, art works, photographs, etc., you must provide a description of each product in the appropriate category in the final portfolio. All products must be clearly labeled.

2. When you have inserted all of the requested documentation you are ready to re-number all pages of the portfolio.

APPENDIX A

COMPETENCY FORMS

In this section, the method by which you will indicate your learning in specific academic areas will be discussed.

Naming Academic Departments

Now that you have described your prior learning in several forms you are ready to summarize it by departments and specify topics under each department. Review what you have written and identify the various departments your prior learning falls under. List them below:

ACADEMIC DEPARTMENTS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

IF YOU ARE UNCERTAIN ABOUT WHICH DEPARTMENT YOUR LEARNING COMES UNDER, INDICATE THIS IN A LETTER ACCOMPANYING YOUR PRELIMINARY PORTFOLIO.

Before you begin working with the competency forms you should be familiar with the terminology on the forms. You will notice that each form has the words knowledge, comprehension, and application in the upper right hand corners along with "1-5" above each word. The following is a definition of each word:

Knowledge. This involves the lowest level of learning, including recall and memory. At this level the learner is expected to recall specifics with concrete referents. They include terminology and specific facts such as dates, events, persons, places; also included is recall of basic principles and generalizations.

Comprehension. This represents the lowest level of understanding. The individual is able to make use of the materials or idea without relating them to other materials. At the highest level of this category, the learner may be able to extend his thinking beyond the data by making simple inferences.

Application. This intellectual skill entails the use of information in specific situations. The information may be in the form of general ideas, or concepts. principles, or theories which must be remembered and applied.

EXAMPLE: Doris wants to build a tank which will hold 100 gallons of water. She must know that the volume of the container is:

Volume = Length x Width x Height

She also must know that each cubic foot of volume will hold 7.5 gallons. Let's see what Doris can do at each of the three levels discussed above.

Knowledge. If Doris was only at this level, she would probably be able to write or recognize the formula for volume and recall that one cubic foot of space can hold 7.5 gallons. She would not be able to explain the concepts of volume or capacity to someone else, however.

Comprehension. If Doris was at this level, she would be able to do the things in the previous level plus she would be able to explain the relationship of the dimensions of a container to its capacity. She would know that if the height of the container was decreased that the width or length of the container must be increased to keep the capacity constant. She would not, however, be able to actually apply these concepts and build the container.

Application. If Doris was at this level, she would be able to do the things in the previous two levels plus she would be able to apply the concepts of volume and capacity in a real situation. She would be able to calculate the necessary dimensions of the container so that it would hold exactly 100 gallons of water.

1-5 Scale. The numbers which appear above each column are to be used by you to indicate your grasp of a particular area.

5 -- I feel I have an excellent grasp of the subject.
4 -- I feel I have a very good grasp of the subject.
3 -- I feel I have a good grasp of the subject.
2 -- I feel I have a fair grasp of the subject.
1 -- I feel I have a weak grasp of the subject.

AFTER YOU HAVE COMPLETED THE COMPETENCY FORMS, RETURN TO PAGE 36.

BUSINESS ADMINISTRATION

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
1. Operation of Manual and Electric Typewriters			
2. Use of the TOUCH system in Typing			
3. Develop Manuscripts, Business Letters, Forms, etc.			
4. Bookkeeping Procedures for Small Businesses			
5. Theory of Accumulation and Disclosure of Accounting Data			
6. Techniques of Accumulation and Disclosure of Accounting Data			
7. Business Transactions of Single Proprietorships			
8. Theory of Accounts of Partnerships			
9. Theory of Accounts of Corporations			
10. Procedures for Accounts of Partnerships			
11. Procedures for Accounts of Corporations			
12. Preparation of Financial Statement of Internal Management.			
13. Utilization of Financial Information for Internal Management.			
14. Interpretation of Financial Statements			
15. Preparation of Ledgers, Statements, etc.			
16. Principles of Recording Transactions			
17. Business Mathematics: Fractions, Demicals, Interest, Percentages, Statistics, Graphs, Charts, etc.			
18. Role of Public Relations in Business			
19. Role of Public Relations in Government			
20. Role of Public Relations in Social Institutions			

BUSINESS ADMINISTRATION
Page two

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
21. Development of Policies for Maintenance of Favorable Business-Public Relationships			
22. Analysis of Policies for Maintenance of Favorable Business-Public Relationships			
23. Principles in Retaining Customer Good Will			
24. Principles in Retaining Employee Good Will			
25. Principles in Retaining Public Good Will			
26. Techniques in Retaining Customer Good Will			
27. Techniques in Retaining Employee Good Will			
28. Techniques in Retaining Public Good Will			
29. Principles of Employee Selection			
30. Principles of Employee Training and Development			
31. Principles of Employee Retention			
32. Practices of Employee Selection			
33. Practices of Employee Training and Development			
34. Practices of Employee Retention			
35. Human Relations in Organizations			
36. Selection Criteria for Business Location			
37. Techniques of Buying and Merchandising			
38. Techniques of Promotional and Personnel Policies			
39. Principles of Labor Relations			
40. Techniques of Labor Relations			
41. Organization of a Small Retail Business			
42. Operation of a Small Retail Business			

BUSINESS ADMINISTRATION
Page three

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
43. Problems of Labor Relations			
44. Techniques of Employee Evaluation			
45. Problems of Collective Bargaining			
46. Determination of Pensions, Insurance, Taxes, Fringe Benefits, etc.			
47. Principles of the Acquisition of Materials, Supplies, Equipment, etc.			
48. Techniques for the Acquisition of Materials, Supplies, Equipment, etc.			
49. Principles of Decision Making in Price, Promotion, and Distribution of Product			
50. Principles of Inventory Control, Production Control, Quality Control, and Budgetary Control			

CHILD STUDY

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
1. Principles of observation in studying children.			
2. Techniques of observation in studying children.			
3. Principles of child development.			
4. Physical development of infants from 0-2 years.			
5. Intellectual development of infants from 0-2 years.			
6. Social development of infants from 0-2 years.			
7. Emotional development of infants from 0-2 years.			
8. Physical development spanning the early childhood and elementary years.			
9. Intellectual development spanning the early childhood and elementary years.			
10. Social development spanning the early childhood and elementary years.			
11. Emotional development spanning the early childhood and elementary years.			
12. Physical development from age 12 through adolescence.			
13. Intellectual development from age 12 through adolescence			
14. Social development from age 12 through adolescence.			
15. Emotional development from age 12 through adolescence.			
16. Criteria for selection of children's books.			
17. Modes of motivating children to appreciate literature.			
18. Techniques for instilling in children an appreciation of music.			
19. Adult roles in developing understanding of social and emotional interactions of children.			

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
20. Techniques for developing effective ways of communication.			
21. Providing a stimulating play environment appropriate for the child's age and interests.			
22. Development of safe play procedures.			
23. Criteria for identifying safe play areas.			
24. Selection of materials to develop a child's intellectual and physical growth.			
25. Selection of children's games and activities appropriate to his/her age and interests.			
26. Selection of appropriate day-care facilities.			
27. Selection of appropriate pre-school facilities.			
28. Selection of social experiences for a child which will promote ethical and moral development.			
29. Techniques of parent-teacher consultation regarding the child's educational development.			
30. Techniques of parent-teacher consultation regarding the child's physical, social, intellectual and emotional development.			
31. Criteria for evaluating books and movies appropriate to the child's age.			
32. Selection of playground facilities to augment school activities.			
33. Selection of arts and crafts workshops to augment school activities.			
34. Selection of libraries and museums to augment school activities.			
35. Selection of dance and music programs to augment school activities.			

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
36. Selection of sports programs to augment school activities.			
37. Selection of youth groups to augment school activities.			

FAMILY AND COMMUNITY STUDIES

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
1. American Economic Institutions and their Impact on the Family			
2. Money Management			
3. Consumer Credit			
4. Transportation Management			
5. Health Care and Services			
6. Consumer Protection			
7. Biological Aspects of Marriage and Family Life			
8. Psychological Aspects of Marriage and Family Life			
9. Sociological Aspects of Marriage and Family Life			
10. Tradition and Family Life			
11. Social Change and Family Life			
12. Courtship, Choice of Partner and Marriage			
13. Personality Development in Marriage and the Family			
14. Economic Problems and their Effect on Marriage and the Family			
15. Pregnancy and Childbirth			
16. Influence of Childhood Experiences on Adult Life			
17. Physiological Aspects of Sexuality			
18. Psychological Aspects of Sexuality			
19. Ethical Aspects of Sexuality			
20. The Human Sexual System			
21. Sexuality and Cultural Perspectives			
22. Sexual Roles			

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
23. Woman: Development of her Self-Esteem			
24. Woman: Development of her Identity			
25. Woman: Development of her Abilities			
26. Woman: Development of her Maturity			
27. Development of a Personal Life Plan			
28. The Family and Education			
29. The Family and Public Health Work			
30. The Family and Social Agency Programs			
31. The Family and Community Development			
32. The Family and Family Life Education			
33. The Family and Counseling			
34. Stages of Growth in the Family			
35. Principles of Food Selection			
36. Principles of Food Preparation			
37. Combination of Foods and Nutrition			
38. Planning and Preparation of Meals			
39. Selection of Appropriate China, Silver, and Linen for Informal Entertaining.			
<u>Volunteer Activities</u>			
1. Participate as a member of one or more voluntary associations for a minimum of 50 hours.			
2. Identify the purpose of this organization and its relationship to other organizations in the community.			

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
3. Identify the human community needs met by this organization. Differentiate between needs met for the organization's constituent membership and those of the greater community.			
4. Describe the formal patterns of leadership.			
5. Describe the informal patterns of leadership.			
6. Know how leadership is developed, chosen, and trained.			
7 - 11. In order to demonstrate that you can transfer your learnings to a new situation, complete tasks 2-6 in relationship to a second organization.			
12. Describe what kind of behavior in a group hinders the accomplishment of tasks and the achievement of goals and what kind of behavior helps. Include the behavior of both leaders and members.			
13. Introduce a new person to an organization. Describe how you interested the person, why you wanted to involve the person, and how you helped the person establish her/himself in the organization.			
14. If this organization has a state and/or national body, know the relationship of the local association to the parent body.			
15. If you have read a book or journal article about voluntary associations, write a brief book review and relate some of the material in the book to your experience with your organization.			
16. Describe the contribution of voluntary associations to American Society and state what you think the future of such associations might be.			
17. Participate at least 50 hours as a volunteer in a human service or as a member of a volunteer service project developed by a membership group.			
18. Identify the purpose and direction of the agency in which the services were performed.			

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
19. Identify the community needs met by this agency.			
20. Describe the formal patterns of staff and staff-client relationships within the agency.			
21. Describe the informal patterns of relationship among the staff and between the staff and clients.			
22 - 25. In order to demonstrate that you can transfer learning from one situation to another, complete tasks 18-21 in another volunteer program. This may be accomplished through observation or interviewing a volunteer in another program.			
26. Describe the work of two different staff members.			
27. List the agency regulations which affect you and the clients you work with.			
28. Know how this agency is funded and how it is governed. Who evaluates the success of the program?			
29. Describe the ways in which this agency cooperates with other community agencies.			
30. If you have read a book about human relations, write a brief review of the book. Include ways in which the book helped you understand your relationships within your program.			
31. Compare and contrast a volunteer program and a voluntary association.			
32. A minimum of 50 hours participation as a leader of a group (Scouts, church school class, committee chairperson, etc.) or in intensive one-to-one relationship (crisis counseling, Big Sister or Brother, Adopt-A-Grandparent, tutoring) or a combination of the above.			
33. Lead a group through the choosing of a task, the sharing of responsibility for the accomplishment of the task, carrying out the task and evaluating the effectiveness of the process. Describe how you did this.			

Final Page #____

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
34. Evaluate your effectiveness as a group leader in the above situation and describe the dynamics taking place within the group.			
35. Plan a series of four programs for your group or set agenda for four committee meetings.			
36. Know five get-acquainted or tension-relieving exercises which could be used with your group. Describe them and how they could be used.			
37. Describe how this group meets needs of individual members of the group. Are these needs personal, social, economic, educational, etc.?			
38. Describe the value of your and other volunteers participation in this activity.			
39. Recruit at least one volunteer to participate with you in the program. Describe what appeal you used to involve this person in your program.			
40. Train another volunteer to carry on your function. Describe what you did in the process to provide information, maintain interest, develop leadership skills.			
41. In a one-to-one relationship, describe how you establish rapport with the other person. Know how the environment and your behavior affect early communication efforts.			
42. Demonstrate ability to gather information in a one-to-one relationship.			
43. Demonstrate ability to respond emphatically and to clarify issues with the client.			
44. Demonstrate ability to evaluate the relationship to determine if the relationship is more demanding than you are capable of handling.			
45. Demonstrate ability to gather referral resources in the community and to provide appropriate information about them to clients.			

	TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
46.	Be able to determine when a problem-solving approach is appropriate to the relationship and how to carry through an analysis of the problem, the gathering of information, and decision-making with the client.			
47.	If you have read a book on group dynamics or the "helping" relationship, be able to apply theory to your experiential situation.			
48.	Participate as a co-ordinator for a major community activity. Examples of such programs include a day-long program for children, a community education program, a volunteer training program for hospital visitors, a district meeting or an organization, etc.			
49.	Determine goals for the event. Determine whether the decision-making powers will lie with the administrative leadership or with the workers. Defend choice in light of the goals of the program.			
50.	Secure the human resources needed in light of the goals and the leadership style.			
51.	Secure physical resources necessary.			
52.	Establish the form of record-keeping to be maintained.			
53.	Establish the financial needs of the program and obtain funds.			
54.	Be able to recognize what limitations are accepted through the choice of leadership-style and the funding source.			
55.	Know how to use slide projector, film projector, sound equipment, and use them effectively in program design.			
56.	Know what "management by objectives" is and use it in planning.			
57.	Publicize event through visually-attractive posters and brochures.			

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
58. Know and use four different styles of presentation of program (lecture, small group discussion, etc.).			
59. Obtain leadership for the program itself and be able to communicate to each leader the purpose of the program.			
60. Determine how the effectiveness of the program is to be determined, and develop evaluation procedures.			
61. Outline the content of the event and the structure of the event. Relate each portion of the event to one or more of the goals of the event.			
62. What follow-up was done with the participants in the program? Was the follow-up determined before the event, during the event, or after the event? Was it built into the design of the program?			
63. Complete a written report for the funding source or sponsoring organization. Determine what material needs to be included and organize it appropriately.			
64. Participate as a treasurer, chair of a finance committee, a paid employee keeping financial records for a voluntary association, a member of a grant-seeking organization with responsibilities for writing grants, etc.; in other words, actual experience with record-keeping, fund-raising, grant-writing, or financial management in a voluntary association.			
65. Know the bookkeeping and accounting techniques necessary to the maintenance of sound financial records for the association.			
66. Know tax laws affecting this category of organization.			
67. Prepare financial records for audit.			
68. Plan and prepare a financial report which includes a report of the previous year's income and expenditure and a projected budget for the coming year.			

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
69. Explain in terms understandable by the members what has happened financially with the organization and what is likely to happen financially.			
70. Analyze patterns of income and expenditure over a period of years and provide projections of future funding and expenditures appropriate for a long-range planning committee.			
71. If the organization receives funds from other than membership fees, differentiate between accountability needs for the organization and accountability needs for the funding source.			
72. If the organization raises and receives funds which are carried out of the local association (support of national organization, organizations that exist to raise money for medical research, etc.), describe how the constituent membership is educated to support this.			
73. Develop a fund-raising program for your association.			
74. Carry out a leadership responsibility which requires you to find a group of volunteers to work with you. Examples of this would include chairing a committee, seeking volunteers for a service project, developing leadership for a day camp, etc. OR Participate as a publicity or public relations committee chair or member.			
75. For a particular task (such as a volunteer recreation program in a prison or swimming program for the handicapped), plan what human resources are needed.			
76. Determine what the potential for finding such human resources in the community are.			
77. Develop plan for identifying resources, educating them to the need, involving them in the planning.			

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
78. Utilize effective relational skills with volunteer resources to anticipate crises and meet the volunteers need.			
79. Know what are the usual reasons for persons participating in community service and know how to utilize the diversity of motivation.			
80. Know how to allow volunteers to move into ever-increasing positions of responsibility and gain new skills.			
81. Know how to terminate a volunteer's service.			
82. Be able to maintain and take advantage of the voluntary nature of the program.			
83. Know the media network in your community.			
84. Be able to write press releases, news stories, reports and speeches to inform the community of this organization's goals and program.			
85. Be able to develop brochures, displays, posters, and other visual materials to inform the community of the goals and program of this organization. Know how to do lay-out, editing, how to work with printers, etc.			
86. Be able to explain how the goals of the program are carried into community knowledge.			
87. Find and maintain contacts in each media source in your community. Know how that is done.			
88. Develop a tape program, slide-tape, film, or videotape program explaining your organization. Find community sources to use it.			
89. Prepare and deliver speeches or organize a speaker's bureau.			
90. Be able to hold a press conference and give interviews.			

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
91. Hold a major leadership position in a voluntary association, such as president or a paid administrative position in a voluntary association.			
92. Demonstrate an understanding of the process of decision-making as used in your organization.			
93. Know how to use the abilities and resources of the board or advisory committee of the agency or organization.			
94. Understand techniques to resolve conflict and use them appropriately.			
95. Set long-range and short-term goals for direction of the organization.			
96. Devise tools for evaluating the effectiveness of the organization.			
97. Be able to set agenda for meetings.			
98. Know how to conduct a meeting using Robert's Rules of Order or other form of parliamentary procedure.			
99. Know the laws which affect your organization or its program.			
100. With board or executive committee, establish priorities in relationships to goals set and resources available.			
101. Represent the interests of your association to community leaders and groups.			
102. Maintain the communication network throughout the association. Know what causes and who causes breakages in the network and know ways of restoring communication.			
103. Know how to train individuals and groups in the process of decision-making.			

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
104. Know how to use community data, financial reports, sociological and psychological research to make future projections and develop policy for the organization.			
105. Know how to lobby and when it is appropriate to lobby for a preferred decision.			
106. Know how to open up personal and group possibilities for the persons participating in your organization.			
107. Participate in the development of a new social service program, in the development of a new voluntary association, or in an attempt to cause change in legislation or in the character of an existing organization.			
108. Understand the process in yourself which takes place when you identify a need which is not being adequately met through the present community structures.			
109. Gather data using research techniques to validate and provide support for your idea.			
110. Gather persons who share your concern. Be able to describe what process you used to identify and mobilize these resources.			
111. Know which community organizations would support your idea, which would be neutral, and which would oppose and why.			
112. Develop a plan of approach for gathering support from organizations.			
113. Learn how to defuse opposition groups.			
114. Implement the plan of approach using as many persons who will be affected or serviced by the program as possible.			
115 - 118. Develop a pilot program design and find community leaders, funds, and organizations to implement it.			

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
119. Maintain relationships with appropriate public officials who could aid in the development of this program.			
120. Know what, if any, legislation is pending which might affect such a program, or know what new legislation there needs to be.			
121. Know the network of your support base. Understand the reasons why this particular network exists and what the threats to the network are.			
122. Be able to train others in support-base-network formation.			
123. Be able to terminate personal involvement in program when the program is functioning (or know when to change your involvement as the program becomes regularized).			

HISTORY

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
1. Development of the Kingship in early English history.			
2. Development of the parliament in early English history.			
3. Growth of the "loyal opposition" idea in early English history.			
4. Evolution of the British Empire.			
5. Impact of the British Empire upon the United States, Russia, and the "Third World".			
6. Origin of political parties in England.			
7. Evolution of political parties in England.			
8. Socio-economic history of England.			
9. Impact of European ideas, institutions and techniques on America from 1607 to 1787.			
10. Modification of social, economic, and political practices in the new world environment from 1607 to 1787.			
11. Development of the Federalist and Republican parties from 1787 to 1836.			
12. Development of the conservative and liberal political philosophies from 1787 to 1836.			
13. Evolution of the conservative and liberal philosophies from the federal period to the present.			
14. Events that brought on the Civil War.			
15. Reconstruction period following the Civil War.			
16. The growth of industrialism from the end of the reconstruction period to 1929.			
17. The growth of urbanization from the end of the reconstruction period to 1929.			

HISTORY
Page two

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
18. The growth of political and social reform from the end of the reconstruction period to 1929.			
19. Foundations of American foreign policy in the early Republic.			
20. Twentieth century diplomatic history.			
21. Political and social development in the United States from 1929 to present.			
22. Economic development in the United States from 1929 to present.			

MATHEMATICS

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
1. Decimals			
2. Fractions			
3. Percentage			
4. Operations with sign number			
5. Simple equations			
6. Linear equations			
7. Polynomials			
8. Factoring			
9. Quadratic equations			
10. Radicals			
11. Radical equations			
12. Matrices			
14. Logarithms			
15. Inequalities			
16. Trigonometric functions			
17. Trigonometric identities			
18. Trigonometric equations			
19. Solve Trigonometric problems			
20. Rectangular coordinates			
21. Polar coordinates			
22. Limit Theoren			
23. Differentiation of Simple Algebraic Functions			
24. Differentiation of Trigonometric Functions			

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
25. Differentiation of Exponential Functions			
26. Differentiation of Logarithmic Functions			
27. Integration of Simple Algebraic Functions			
28. Integration of Trigonometric Functions			
29. Integration of Exponential Functions			
30. Integration of Logarithmic Functions			
31. Sets and Numbers			
32. Set Operations: Intersection, Union, Complementation			
33. Venn Diagram			
34. Numeration Systems			
35. Points, Lines, Places			
36. Simple Curves, Closed Curves			
37. Operations with Whole Numbers			
38. Operations with Natural Numbers			
39. Mean, Median, Mode, Standard Deviations, Variance			
40. Hypothesis Testing, Confidence Interums			
41. Chi-Square, t-Test			
42. Analysis of Variance			
43. Operation of Computers			
44. BASIC programming language			
45. FORTRAN programming language			
46. COBOL programming language			

SCIENCE

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
1. Current Environmental Issues			
2. Relationship of Man to the Environment			
3. Energy Crisis			
4. Water and Air Pollution			
5. Population Problems			
6. Effects of Environmental Problems on Soil, Rangelands, Forests, Wildlife			
7. Aids and Assumptions of Science and its Linquistic basis			
8. Inquiry, Empirical Validation and Scientific Attitudes			
9. Relationship of Science to the Advancement of Human Welfare and Enlightenment			
10. Basic Building Blocks of Living Systems.			
11. Functions of Vitamins			
12. Food Stuffs and Medications as Pollutants			
13. Process of Photosynthesis			
14. Cells as Basic Functional Units of Life			
15. Cells in groups as Cell Specialists			
16. Living Plant and Animal Cell Functions			
17. Multi-cellular Systems			
18. Communication, Coordination and Locomotion of Specialized Cells			
19. Structure and Function of Human Organs and Systems			
20. Evolution of the Human Organization			
21. Basic Concepts of Genetics			

	TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
22.	Manipulation of Problems Involving Monohybrid and Dihybrid Crosses			
23.	Genetics of Reproductive Processes in Plants and Animals			
24.	Development of Plants and Animals at the Cellular Level			
25.	Recent Advance in Human Genetics			
26.	Theories of the Origin of Organic Life			
27.	Theories of Evolution			
28.	Morphology of Protists, Plants, and Animals			
29.	Physiology of Protists, Plants and Animals			
30.	Behavior Diversity of Protists, Plants and Animals			
31.	Similarities and Differences in Problems of Adaption of Protists, Plants and Animals			
32.	Fundamentals of Ecology			
33.	Analysis of Community Physical Health			
34.	Analysis of Community Mental Health			
35.	Analyses of Community Problems such as Drugs, Alcohol, Crime, Education, and Recreation			
36.	Pollution Problems in Small and Large Places			
37.	Quantitive Relationships in Chemistry			
38.	Chemical Formulas			
39.	Atomic Structure			
40.	Gases and Gas Laws			
41.	Chemical Solution and Concentrations			

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
42. Acid and Base Systems			
43. Oxidation-Reduction Systems			
44. Introduction to Organic Chemistry			
45. Chemical Kinetics			
46. Molecular Equilibrium			
47. Ionization Constants			
48. Buffers, PH			
49. Solubility Products			
50. Selective Precipitations			
51. Simultaneous Equilibrium			
52. Complex Ions			
53. Nuclear Reaction			
54. Energy and Radiation in the Environment			
55. Weathering of Materials by Mechanical and Chemical Means			
56. Life Cycle of Minerals and Rock Materials			
57. Erosion and Depositional Function of Rivers and Streams			
58. Mechanics of Glacial Movement			
59. Erosion by Valley Glaciers			
60. Deposition of Valley Glaciers			
61. Erosion by Continental Glaciers			
62. Deposition by Continental Glaciers			
63. Glaciation and Human Activities			

SCIENCE
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	TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
64.	Volcanism and Igneous Rocks			
65.	Famous World Volcanoes			
66.	Igneous Intrusive Forms			
67.	Igneous Extrusive Forms			
68.	Varieties of Igneous Rocks and Their Uses			
69.	Effects of Volcanism on Man			
70.	Continental Drift			
71.	Geologic Work of Underground Water			
72.	Movement, Erosive, and Depositional Work of Underground Water			
73.	Mechnics of Artesian Well Systems			
74.	Pollution and Conservation of Water Supplies			
75.	Geologic Work of Oceans			
76.	Erosive and Depositional Work of Oceans			
77.	Sedimentary Rocks and Their Formation in Oceans			
78.	Classifications of Varieties of Sedimentary Rocks			
79.	Origin and Age of the Earth			
80.	Earth History and the Geologic Time Table			
81.	Origin of Life and Organic Evolution			
82.	Pre-Cambrian Period			
83.	Paleozoic Period			
84.	Mesazoic Period			
85.	Cenozoic Period			
86.	Physical History of the Glacial Epoch			

SECONDARY EDUCATION

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
FOUNDATIONS OF EDUCATION			
1. Philosophical Foundations of Education			
2. Sociological Foundations of Education			
3. Psychological Foundations of Education			
4. History of Education			
CURRICULUM DEVELOPMENT			
5. Factors influencing curriculum development: society, teacher, student, facilities.			
6. Table of specifications.			
7. Methods and materials in curriculum			
8. Criteria for selecting methods and materials			
9. Pre-assessment in curriculum development			
10. Evaluation in curriculum development.			
11. Use of advance organizers, cues, prompts, elicitors, practice, feedback.			
EVALUATION			
12. Principles of Testing and Evaluation.			
13. Item construction: true-false, multiple choice, matching, essay			
14. Measurement of complex learning: interpretive items, pictorial, graphs, data.			
15. Item analysis: discrimination, difficulty.			
16. Concept of validity.			
17. Concept of reliability.			
18. Evaluation and interpretation of standardized tests.			

SECONDARY EDUCATION
Page two

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
TEACHING METHODOLOGY			
A. Planning for Teaching			
19. Defining goals and outcomes.			
20. Writing behavioral objectives			
21. Daily lesson plan construction.			
22. Unit plan construction.			
B. Teaching Techniques			
23. Leading a discussion.			
24. Demonstrating and lecturing.			
25. Inductive/Inquiry/Discovery Teaching.			
26. Organizing small group work.			
27. Writing independent study packages/programmed instruction.			
28. Organizing independent project work.			
29. Teaching case studies.			
30. Homogeneous vs. Heterogeneous groupings in the classroom.			
31. Discipline philosophy and approaches.			
32. Letter grade vs. number grade and their combination.			
TEACHING EXPERIENCES			
33. Teaching within traditional large group methods.			
34. Teaching small groups.			
35. Teaching clinically.			
36. Tutoring.			
37. Teaching aid or assistant to another teacher.			

SOCIAL SCIENCE

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
1. Human behavior in primitive society in relation to our own.			
2. Institutions in primitive society in relation to our own.			
3. Adaption of man to his environment through cultural development.			
4. American Indians, historically and today, their contributions and problems.			
5. Evolution of economic principles.			
6. Economic theories of Elfred Marshall and others which deal with the economics of society.			
7. Keynesian and post-Keynesian economics which deal with the economics of society.			
8. Economic ideas of American economists from Thorstein Veblen through John Kenneth Galbraith.			
9. Structure and organization of American government.			
10. Problems of federalism.			
11. Relationship between Congress and the President, issue of executive privilege, separation of powers.			
12. Dynamics of political society--public opinion, political behavior, interest groups, nominations and elections, campaigning and political parties.			
13. Government in a big society--big business, big labor, big agriculture, big government.			
14. The role of government in regulation, promotion and management of business, labor, and agriculture.			
15. Structure and politics of government on the state and local level.			
16. Sociology--group characteristics and their influence on human behavior.			

SOCIAL SCIENCE
Page two

TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5
17. Sociology--development and organization of social action in American society.			
18. Sociology--evolutionary and revolutionary social change, causes and consequences.			
19. Socio-psychological point of view of race and race relations.			
20. Characteristic social crises such as juvenile delinquency, urban disorder and drugs.			

DEPARTMENT

Final Page #____

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TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5

Preliminary Page #____

DEPARTMENT

Final Page #____

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TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5

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TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5

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TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5

Preliminary Page #_____

DEPARTMENT

Final Page #____

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TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5

DEPARTMENT

Final Page #_____

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TOPIC	Knowledge 1 - 5	Comprehension 1 - 5	Application 1 - 5

APPENDIX B

STEPHENS COLLEGE WITHOUT WALLS

_____
(Name)

Submitted to

_____

_____

_____

_____

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II. RESUME . . . . . .

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Documentation . . . . . .

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Description . . . . . .
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Documentation . . . . . .

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Description . . . . . .
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IX. LICENSES AND OTHER . . . . . .

Description . . . . . .
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X. COMPETENCY FORMS . . . . . .

XI. CROSS REFERENCE. . . . . .

STATEMENT OF EDUCATIONAL GOALS

SAMPLE RESUME

NAME_____ HOME TELEPHONE_____
Last First Middle

ADDRESS_____ WORK TELEPHONE_____
Number Street

_____
City State Zip

ADVISOR_____

EDUCATION

WORK EXPERIENCE

HOBBIES

LICENSES - CERTIFICATES - AWARDS

ORGANIZATIONS

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING OF

TRANSCRIPT CREDIT

SUMMARY OF TRANSCRIPT CREDIT FROM NON-ACCREDITED COLLEGES AND SCHOOLS

SCHOOL_____ LOCATION_____

DATES OF ATTENDANCE_____

DEPT. & COURSE NUMBER	COURSE TITLE	CREDIT*	GRADE

*Indicate whether semester or quarter hours.

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING IN

WORK EXPERIENCE

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING IN

HOMEMAKING EXPERIENCE

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING IN

VOLUNTEER ACTIVITIES

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING IN

WORKSHOPS AND SEMINARS

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING IN

RECREATIONAL ACTIVITIES AND HOBBIES

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING IN

INDEPENDENT READING

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING IN

LICENSES AND OTHER

COMPETENCY FORMS

ACADEMIC DEPARTMENT

ACQUISITION OF LEARNING

	BUSINESS ADMINISTRATION	CHILD STUDY	FAMILY AND COMMUNITY STUDIES	HISTORY	MATHEMATICS	SCIENCE	SECONDARY EDUCATION
TRANSCRIPT							
WORK							
HOMEMAKING							
VOLUNTEER ACTIVITIES							
WORKSHOPS AND SEMINARS							
RECREATIONAL ACTIVITIES AND HOBBIES							
INDEPENDENT READING							
LICENSES AND OTHER							

ACADEMIC DEPARTMENT

ACQUISITION OF LEARNING	SOCIAL SCIENCE						
TRANSCRIPT							
WORK							
HOMEMAKING							
VOLUNTARY ACTIVITIES							
WORKSHOPS AND SEMINARS							
RECREATIONAL ACTIVITIES AND HOBBIES							
INDEPENDENT READING							
LICENSES AND OTHER							

STEPHENS COLLEGE WITHOUT WALLS FORM SCWW 1

EVALUATION OF PAST LEARNING EXPERIENCE FOR GRANTING OF CREDIT
(Complete one copy for each learning experience proposed for credit)

NAME_____DATES OF LEARNING EXPERIENCE_____

ADVISER_____

I. LEARNING EXPERIENCE TO BE EVALUATED:

TIME DEVOTED TO EXPERIENCE (hours per week)_____

II. DESCRIPTION OF THE LEARNING TO BE EVALUATED:

The learnings to be evaluated on this form are those which have resulted from independent study at home, working in a particular position, developing a particular skill, competence, or performance ability. In describing the experience, you should remember that it is not the experience, but the learning which derived from the experience which will be evaluated.

III. HOW DOES THIS LEARNING RELATE TO YOUR EDUCATIONAL GOALS?

STEPHENS COLLEGE WITHOUT WALLS FORM SCWW 1

EVALUATION OF PAST LEARNING EXPERIENCE FOR GRANTING OF CREDIT
(Complete one copy for each learning experience proposed for credit)

NAME_____ DATES OF LEARNING EXPERIENCE_____

ADVISER_____

I. LEARNING EXPERIENCE TO BE EVALUATED:

TIME DEVOTED TO EXPERIENCE (hours per week)_____

II. DESCRIPTION OF THE LEARNING TO BE EVALUATED:

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III. HOW DOES THIS LEARNING RELATE TO YOUR EDUCATIONAL GOALS?

STEPHENS COLLEGE WITHOUT WALLS FORM SCWW 1

EVALUATION OF PAST LEARNING EXPERIENCE FOR GRANTING OF CREDIT
(Complete one copy for each learning experience proposed for credit)

NAME_____ DATES OF LEARNING EXPERIENCE_____

ADVISER_____

I. LEARNING EXPERIENCE TO BE EVALUATED:

TIME DEVOTED TO EXPERIENCE (hours per week)_____

II. DESCRIPTION OF THE LEARNING TO BE EVALUATED:

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III. HOW DOES THIS LEARNING RELATE TO YOUR EDUCATIONAL GOALS?

STEPHENS COLLEGE WITHOUT WALLS FORM SCWW 1

EVALUATION OF PAST LEARNING EXPERIENCE FOR GRANTING OF CREDIT
(Complete one copy for each learning experience proposed for credit)

NAME_____ DATES OF LEARNING EXPERIENCE_____

ADVISER_____

I. LEARNING EXPERIENCE TO BE EVALUATED:

TIME DEVOTED TO EXPERIENCE (hours per week)_____

II. DESCRIPTION OF THE LEARNING TO BE EVALUATED:

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III. HOW DOES THIS LEARNING RELATE TO YOUR EDUCATIONAL GOALS?

STEPHENS COLLEGE WITHOUT WALLS FORM SCWW 1

EVALUATION OF PAST LEARNING EXPERIENCE FOR GRANTING OF CREDIT
(Complete one copy for each learning experience proposed for credit)

NAME_____ DATES OF LEARNING EXPERIENCE_____

ADVISER_____

I. LEARNING EXPERIENCE TO BE EVALUATED:

TIME DEVOTED TO EXPERIENCE (hours per week)_____

II. DESCRIPTION OF THE LEARNING TO BE EVALUATED:

The learnings to be evaluated on this form are those which have resulted from independent study at home, working in a particular position, developing a particular skill, competence, or performance ability. In describing the experience, you should remember that it is not the experience, but the learning which derived from the experience which will be evaluated.

III. HOW DOES THIS LEARNING RELATE TO YOUR EDUCATIONAL GOALS?

STEPHENS COLLEGE WITHOUT WALLS
WORKSHOP SUMMARY FOR CREDIT EVALUATION
(please type)

FORM SCWW 2

NAME_____ Date Submitted_____

ADDRESS_____

ADVISER_____

Please attach copies of confirmation of attendance in the form of letters, certificates, diplomas, programs. List workshops in chronological order.

No. 1. Title or subject of workshop:_____

Under whose auspices?_____ Where?_____

Brief statement of substance of workshop:

No. of hours per day?_____ No. of days?_____ Total No. of hours_____

No. 2. Title or subject of workshop:_____

Under whose auspices?_____ Where?_____

Brief statement of substance of workshop:

No. of hours per day?_____ No. of days?_____ Total no. of hours_____

WORKSHOP SUMMARY FOR CREDIT EVALUATION

No. ____ Title or subject of workshop:_____

Under whose auspices?_____Where?_____

Brief statement of substance of workshop:

No. of hours per day?_____ No. of days?_____ Total no. of hours_____

No. ____ Title or subject of workshop:_____

Under whose auspices?_____Where?_____

Brief statement of substance of workshop:

No. of hours per day?_____ No. of days?_____ Total no. of hours_____

WORKSHOP SUMMARY FOR CREDIT EVALUATION

No. ____ Title or subject of workshop:_____

Under whose auspices?_____Where?_____

Brief statement of substance of workshop:

No. of hours per day?_____ No. of days?_____ Total no. of hours_____

No. ____ Title or subject of workshop:_____

Under whose auspices?_____Where?_____

Brief statement of substance of workshop:

No. of hours per day?_____ No. of days?_____ Total no. of hours_____

APPENDIX C

STEPHENS COLLEGE WITHOUT WALLS

Susan Johnson
(Name)

Submitted to

Business Administration

Secondary Education

Psychology

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VII.	RECREATIONAL ACTIVITIES AND HOBBIES	N/A
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STATEMENT OF EDUCATIONAL GOALS

My goal is to obtain an M.A. degree in educational administration in the shortest time possible in order to be able to qualify for a position as an assistant principal or principal. Because of my extensive experience in the field of education I feel that the SCWW program offers me the best alternative for reaching this goal. I have gained considerable learning from my past experience. Through SCWW I can have some of this learning credited toward my B.A. degree.

Through SCWW I plan to take courses which will strengthen areas where I am deficient so that I will be well prepared for the masters program.

SAMPLE RESUME

NAME Johnson (Last) Susan (First) Ann (Middle) HOME TELEPHONE 314/833-4231

ADDRESS 1420 Williams (Number Street) WORK TELEPHONE ____

St. Louis (City) Missouri (State) 63137 (Zip)

ADVISOR Dr. Howard

EDUCATION

Dates	School - Address	Total Credit Earned
9/74	Harris Teacher College	Developing Perceptional Skills 8 class hours
8/74	Harris Teacher College	Humanizing Relations in the Classroom 20 class hours
7/67	St. Louis Public Schools	Teaching Elementary Science 8 hours
1/66	St. Louis Vocational School	Advanced typing; Typing I & II; Shorthand I & II; Bookkeeping
9/64	Warsaw University Los Angeles, California	5 1/2

WORK EXPERIENCE

Dates	Position - Company	Duties and Responsibilities
8/70	Teacher - St. Louis School 620 Ash, St. Louis, MO	Teaching of reading to students with learning disabilities. Diagnose and prescribe remedial work in reading. Assignment includes testing and evaluation of student.
8/68-8/70	Teacher - Jefferson Elem. 1523 Elton Road Wentzville, MO	Teaching of reading to students with learning disabilities. Also taught art and P.E.
8/66-8/68	Public Relations Office Jackson Elementary	Maintained public relations and sought new donors for school financing. Required considerable correspondence.
6/66-8/66	Counselor St. Louis Public Schools	Counselor for summer youth program. Directed arts and crafts. Purchased needed materials. Teach skills in arts and crafts. Assisted in lunch program and field trips.

HOBBIES

Type	Description
Arts and crafts	Work with paper mache, macrame, batik, potting, leather work, watercolors

LICENSES - CERTIFICATES - AWARDS

Temporary Teaching Certificate
Elementary Level
Missouri State Department of Education
Jefferson City, MO

ORGANIZATIONS

Dates	Name	Duties - Responsibilities
6/73-present	National Council of Teachers Reading	Member

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING OF

TRANSCRIPT CREDIT

NAME: J O H N S O N, SUSAN

NUMBER 8353010

STEPHENS COLLEGE
COLUMBIA, MISSOURI 65201

PARENT OR GUARDIAN

PLACE OF BIRTH

ADDRESS 1420 Williams
St. Louis, Missouri 63137

1 COURSE = 3 sem. hrs. or 4.5 qtr. hrs.

DATE OF ADMISSION 1/15/76

DATE OF BIRTH

ENTRANCE CREDITS

HIGH SCHOOL
ADDRESS
GRADUATED

PREP.

FR____ SP____ GERM____ LAT____
ALG____ GEOM____ TRIG____ MATH____

DEGREES

DEPT	COURSE	COURSE TITLE	COURSES CARRIED	COURSES EARNED	GD	GRADE PTS	R
		Admitted to Stephens College Without Walls program					
		From Warsaw University					
		Los Angeles, California; 1973-74					
ED	321	Methods of Teaching Reading	1.00	1.00	A	4.00	
ED	307	Indiv Intelligence Test	1.00	1.00	A	4.00	
ED	410	Prac in Rem. Read Prob	.67	.67	A	2.68	
PSY	415	Ed and Psy Measurements	1.00	1.00	A	4.00	
ED	320	Teaching of Reading	1.00	1.00	B	3.00	
ED	310	Classroom Discipline	1.00	1.00	C	2.00	
Warsaw		GPA - 3.47	5.67	5.67		19.68	

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Preliminary Page #____

Final Page #____

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING IN

WORK EXPERIENCE

STEPHENS COLLEGE WITHOUT WALLS FORM SCWW 1

EVALUATION OF PAST LEARNING EXPERIENCE FOR GRANTING OF CREDIT
(Complete one copy for each learning experience proposed for credit)

NAME SUSAN A. JOHNSON DATES OF LEARNING EXPERIENCE 8/70-present

ADVISER John Howard

I. LEARNING EXPERIENCE TO BE EVALUATED: Evaluation Specialist

TIME DEVOTED TO EXPERIENCE (hours per week) 5 hours per week for six years

II. DESCRIPTION OF THE LEARNING TO BE EVALUATED:

The learnings to be evaluated on this form are those which have resulted from independent study at home, working in a particular position, developing a particular skill, competence, or performance ability. In describing the experience, you should remember that it is not the experience, but the learning which derived from the experience which will be evaluated.

My job was to take these children and evaluate their performance using interviewing techniques, teach observation, individual and group tests. I compared their performance against test interprepretation data to determine to child's strengths and weaknesses. When necessary I constructed tests using behavioral objectives and a ta of specifications. Each test was constructed using severa' different item types: true-false, supply, multiple choice and matching. I have studied and utilized the concepts of test validity, reliability, and item analysis.

III. HOW DOES THIS LEARNING RELATE TO YOUR EDUCATIONAL GOALS?

As an educational administrator, I will necessarily deal with a diverse student population. This experience has given me an understanding of the learning problems confronting students of different cultural and socio-economic backgrounds.

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING IN

HOMEMAKING EXPERIENCE

STEPHENS COLLEGE WITHOUT WALLS FORM SCWW 1

EVALUATION OF PAST LEARNING EXPERIENCE FOR GRANTING OF CREDIT
(Complete one copy for each learning experience proposed for credit)

NAME SUSAN A. JOHNSON DATES OF LEARNING EXPERIENCE_____

ADVISER John Howard

I. LEARNING EXPERIENCE TO BE EVALUATED:

TIME DEVOTED TO EXPERIENCE (hours per week)_____

II. DESCRIPTION OF THE LEARNING TO BE EVALUATED:

The learnings to be evaluated on this form are those which have resulted from independent study at home, working in a particular position, developing a particular skill, competence, or performance ability. In describing the experience, you should remember that it is not the experience, but the learning which derived from the experience which will be evaluated.

As a mother who has reared two children, I read numerous books and articles on child rearing. I have learned, among other things, how to: recognize stages in human development, recognize emotional and learning problems in children, recognize nonverbal cues and behaviors which indicate problems, devise ways of helping children take responsibility for their behavior, devising ways of helping children to recognize consequences of alternative behavior, and of expressing their emotions in acceptable ways.

III. HOW DOES THIS LEARNING RELATE TO YOUR EDUCATIONAL GOALS?

Every school administrator must have an understanding of child and adolescent development to function in his/her role as a counselor to students. This experience has given me experience in areas of responsibility.

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING IN

VOLUNTEER ACTIVITIES

STEPHENS COLLEGE WITHOUT WALLS FORM SCWW 1

EVALUATION OF PAST LEARNING EXPERIENCE FOR GRANTING OF CREDIT
(Complete one copy for each learning experience proposed for credit)

NAME SUSAN A. JOHNSON DATES OF LEARNING EXPERIENCE____

ADVISER John Howard

I. LEARNING EXPERIENCE TO BE EVALUATED: Pre[illegible] of St. Louis Service Clubs

TIME DEVOTED TO EXPERIENCE (hours per week) 10 hours per week for 1 year

II. DESCRIPTION OF THE LEARNING TO BE EVALUATED:

The learnings to be evaluated on this form are those which have resulted from independent study at home, working in a particular position, developing a particular skill, competence, or performance ability. In describing the experience, you should remember that it is not the experience, but the learning which derived from the experience which will be evaluated.

It was my responsibility to coordinate the efforts of various committees developing long-range goals consistent with the philosophy and financial constraints. Through this experience I am able to: develop goals and plans for specific projects, identify the necessary personnel, money, materials, and time to meet specific goals. I learned how to organize programs into their component parts and determine the sequence in which activities need to be performed by using flow charts and PERT charts.

III. HOW DOES THIS LEARNING RELATE TO YOUR EDUCATIONAL GOALS?

As a school administrator I would be responsible for the management of an organization. The concepts I learned and applied as a volunteer are much the same as those a school administrator must understand and apply.

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING IN

WORKSHOPS AND SEMINARS

Final Page #____

STEPHENS COLLEGE WITHOUT WALLS
WORKSHOP SUMMARY FOR CREDIT EVALUATION
(please type)

FORM SCWW 2

NAME SUSAN A. JOHNSON Date Submitted 1/15/76

ADDRESS 1420 Williams St. Louis, MO 63137

ADVISER Dr. Howard

Please attach copies of confirmation of attendance in the form of letters, certificates, diplomas, programs. List workshops in chronological order.

No. 1. Title or subject of workshop: Developing Perceptional Skills

Under whose auspices? Research Associates (9/74) Where? St. Louis, MO

Brief statement of substance of workshop:

Emphasis on how to recognize perceptual deficiencies and how to help child to overcome or compensate.
Demonstrations were given and students participated in use of equipment.

No. of hours per day? 8 No. of days? 1 Total No. of hours 8

No. 2. Title or subject of workshop: Humanizing Relationships in the Classroom

Under whose auspices? St. Louis Public School (8/74) Where? Forest Park Community College

Brief statement of substance of workshop:

The course helped the teacher deal with problems of misbehavior in the classroom. We learned techniques of classroom management by reading Skinner's work in behavior modification. We set up a token economy in the workshop and role played to gain experience in behavior modification.

No. of hours per day? 4 No. of days? 4 Total no. of hours 16 in class

DESCRIPTION AND DOCUMENTATION OF PRIOR LEARNING IN

LICENSES AND OTHER

COMPETENCY FORMS

(In this section of the portfolio, you would include pages of all competency forms you have checked. They have not been included in this sample portfolio because of space.)

ACADEMIC DEPARTMENT

ACQUISITION OF LEARNING	BUSINESS ADMINISTRATION	CHILD STUDY	FAMILY AND COMMUNITY STUDIES	HISTORY	MATHEMATICS	SCIENCE	SECONDARY EDUCATION
TRANSCRIPT							5
WORK							7
HOMEMAKING							
VOLUNTEER ACTIVITIES	11						
WORKSHOPS AND SEMINARS	2					2	2, 3, 13
RECREATIONAL ACTIVITIES AND HOBBIES							
INDEPENDENT READING							
LICENSES AND OTHER							

ACADEMIC DEPARTMENT

ACQUISITION OF LEARNING	SOCIAL SCIENCE: Psychology					
TRANSCRIPT	5					
WORK						
HOMEMAKING	9					
VOLUNTARY ACTIVITIES						
WORKSHOPS AND SEMINARS	13					
RECREATIONAL ACTIVITIES AND HOBBIES						
INDEPENDENT READING						
LICENSES AND OTHER						